

Fennell Elementary

PO BOX 427

YEMASSEE, SC 29945

| | | |
|-----------------------|-------------------------|--------------|
| Grades | PK-6 Elementary School | |
| Enrollment | 270 Students | |
| Principal | WILLIE F. COKER | 843-589-2032 |
| Superintendent | Dr. Terry O. Pruitt | 803-943-4576 |
| Board Chair | Mr. Eugene Jenkins, Jr. | 803-943-0547 |

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 1 | 8 | 53 | 60 | 3 |

IMPROVEMENT RATING

AVERAGE

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

NO

This school met 12 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2002 | Average | Unsatisfactory | N/A |
| 2003 | Average | Unsatisfactory | No |
| 2004 | Below Average | Below Average | Yes |
| 2005 | Below Average | Average | No |

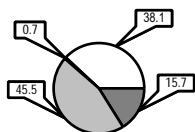
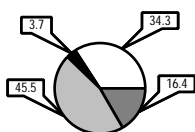
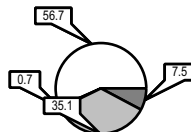
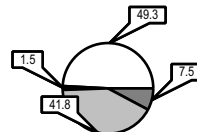
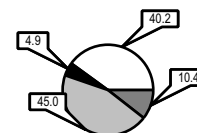
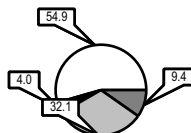
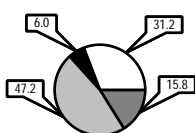
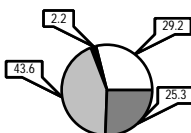
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

86.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

| | | |
|--|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced (adj.)</i> | <i>Performance Objective Met</i> | <i>Participation Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| English/Language Arts – State Performance Objective = 38.2% | | | | | | | | | |
| All Students | 146 | 100.0 | 38.1 | 45.5 | 15.7 | 0.7 | 25.4 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 73 | 100.0 | 47.8 | 44.8 | 7.5 | 0.0 | 14.9 | | |
| Female | 73 | 100.0 | 28.4 | 46.3 | 23.9 | 1.5 | 35.8 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 29 | 100.0 | 47.8 | 30.4 | 21.7 | 0.0 | 26.1 | I/S | I/S |
| African American | 113 | 100.0 | 36.4 | 48.6 | 14.0 | 0.9 | 25.2 | Yes | Yes |
| Asian/Pacific Islander | 3 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| American Indian/Alaskan | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 131 | 100.0 | 33.9 | 48.8 | 16.5 | 0.8 | 27.3 | | |
| Disabled | 15 | 100.0 | 76.9 | 15.4 | 7.7 | 0.0 | 7.7 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-Migrant | 146 | 100.0 | 38.1 | 45.5 | 15.7 | 0.7 | 25.4 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Non-Limited English Proficient | 146 | 100.0 | 38.1 | 45.5 | 15.7 | 0.7 | 25.4 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 123 | 100.0 | 42.1 | 44.7 | 12.3 | 0.9 | 21.9 | No | Yes |
| Full-pay meals | 23 | 100.0 | 15.0 | 50.0 | 35.0 | 0.0 | 45.0 | | |

| | | | | | | | | | |
|--|-----|-------|------|------|------|-----|------|-----|-----|
| Mathematics – State Performance Objective = 36.7% | | | | | | | | | |
| All Students | 146 | 100.0 | 34.3 | 45.5 | 16.4 | 3.7 | 29.9 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 73 | 100.0 | 35.8 | 49.3 | 13.4 | 1.5 | 25.4 | | |
| Female | 73 | 100.0 | 32.8 | 41.8 | 19.4 | 6.0 | 34.3 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 29 | 100.0 | 47.8 | 39.1 | 13.0 | 0.0 | 30.4 | I/S | I/S |
| African American | 113 | 100.0 | 30.8 | 48.6 | 15.9 | 4.7 | 29.0 | Yes | Yes |
| Asian/Pacific Islander | 3 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| American Indian/Alaskan | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 131 | 100.0 | 30.6 | 47.9 | 17.4 | 4.1 | 32.2 | | |
| Disabled | 15 | 100.0 | 69.2 | 23.1 | 7.7 | 0.0 | 7.7 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-Migrant | 146 | 100.0 | 34.3 | 45.5 | 16.4 | 3.7 | 29.9 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Non-Limited English Proficient | 146 | 100.0 | 34.3 | 45.5 | 16.4 | 3.7 | 29.9 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 123 | 100.0 | 37.7 | 46.5 | 12.3 | 3.5 | 26.3 | Yes | Yes |
| Full-pay meals | 23 | 100.0 | 15.0 | 40.0 | 40.0 | 5.0 | 50.0 | | |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| Science | | | | | | | |
| All Students | 146 | 100.0 | 56.7 | 35.1 | 7.5 | 0.7 | 8.2 |
| Gender | | | | | | | |
| Male | 73 | 100.0 | 65.7 | 32.8 | 1.5 | 0.0 | 1.5 |
| Female | 73 | 100.0 | 47.8 | 37.3 | 13.4 | 1.5 | 14.9 |
| Racial/Ethnic Group | | | | | | | |
| White | 29 | 100.0 | 60.9 | 30.4 | 8.7 | 0.0 | 8.7 |
| African American | 113 | 100.0 | 56.1 | 36.4 | 6.5 | 0.9 | 7.5 |
| Asian/Pacific Islander | 3 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian/Alaskan | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | |
| Not Disabled | 131 | 100.0 | 53.7 | 38.0 | 7.4 | 0.8 | 8.3 |
| Disabled | 15 | 100.0 | 84.6 | 7.7 | 7.7 | 0.0 | 7.7 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 146 | 100.0 | 56.7 | 35.1 | 7.5 | 0.7 | 8.2 |
| English Proficiency | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Limited English Proficient | 146 | 100.0 | 56.7 | 35.1 | 7.5 | 0.7 | 8.2 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 123 | 100.0 | 62.3 | 30.7 | 6.1 | 0.9 | 7.0 |
| Full-pay meals | 23 | 100.0 | 25.0 | 60.0 | 15.0 | 0.0 | 15.0 |

| | | | | | | | |
|--------------------------------|-----|-------|------|------|------|-----|------|
| Social Studies | | | | | | | |
| All Students | 146 | 100.0 | 49.3 | 41.8 | 7.5 | 1.5 | 9.0 |
| Gender | | | | | | | |
| Male | 73 | 100.0 | 50.7 | 43.3 | 6.0 | 0.0 | 6.0 |
| Female | 73 | 100.0 | 47.8 | 40.3 | 9.0 | 3.0 | 11.9 |
| Racial/Ethnic Group | | | | | | | |
| White | 29 | 100.0 | 65.2 | 26.1 | 8.7 | 0.0 | 8.7 |
| African American | 113 | 100.0 | 46.7 | 44.9 | 6.5 | 1.9 | 8.4 |
| Asian/Pacific Islander | 3 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian/Alaskan | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | |
| Not Disabled | 131 | 100.0 | 45.5 | 45.5 | 7.4 | 1.7 | 9.1 |
| Disabled | 15 | 100.0 | 84.6 | 7.7 | 7.7 | 0.0 | 7.7 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 146 | 100.0 | 49.3 | 41.8 | 7.5 | 1.5 | 9.0 |
| English Proficiency | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Limited English Proficient | 146 | 100.0 | 49.3 | 41.8 | 7.5 | 1.5 | 9.0 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 123 | 100.0 | 52.6 | 39.5 | 7.0 | 0.9 | 7.9 |
| Full-pay meals | 23 | 100.0 | 30.0 | 55.0 | 10.0 | 5.0 | 15.0 |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | Grade | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|------------------------------|-------|--|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2004 | 3 | 33 | 100.0 | 21.2 | 51.5 | 27.3 | N/A | 27.3 |
| | 4 | 27 | 100.0 | 44.4 | 48.1 | 7.4 | N/A | 7.4 |
| | 5 | 33 | 100.0 | 36.4 | 57.6 | 6.1 | N/A | 6.1 |
| | 6 | 27 | 100.0 | 48.1 | 29.6 | 22.2 | N/A | 22.2 |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2005 | 3 | 28 | 100.0 | 17.9 | 35.7 | 42.9 | 3.6 | 46.4 |
| | 4 | 44 | 100.0 | 41.5 | 51.2 | 7.3 | 0.0 | 7.3 |
| | 5 | 34 | 100.0 | 58.6 | 27.6 | 13.8 | 0.0 | 13.8 |
| | 6 | 40 | 100.0 | 33.3 | 61.1 | 5.6 | 0.0 | 5.6 |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | | |
| 2004 | 3 | 33 | 100.0 | 21.2 | 72.7 | 6.1 | N/A | 6.1 |
| | 4 | 27 | 100.0 | 66.7 | 25.9 | 3.7 | 3.7 | 7.4 |
| | 5 | 33 | 100.0 | 18.2 | 66.7 | 12.1 | 3.0 | 15.2 |
| | 6 | 27 | 100.0 | 48.1 | 33.3 | 14.8 | 3.7 | 18.5 |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2005 | 3 | 28 | 100.0 | 28.6 | 25.0 | 35.7 | 10.7 | 46.4 |
| | 4 | 44 | 100.0 | 46.3 | 46.3 | 7.3 | 0.0 | 7.3 |
| | 5 | 34 | 100.0 | 44.8 | 48.3 | 3.4 | 3.4 | 6.9 |
| | 6 | 40 | 100.0 | 16.7 | 58.3 | 22.2 | 2.8 | 25.0 |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Science | | | | | | | | |
| 2004 | 3 | | | | | | | |
| | 4 | | | | | | | |
| | 5 | | | | | | | |
| | 6 | | | | | | | |
| | 7 | | | | | | | |
| | 8 | | | | | | | |
| 2005 | 3 | 28 | 100.0 | 35.7 | 57.1 | 7.1 | 0.0 | 7.1 |
| | 4 | 44 | 100.0 | 58.5 | 34.1 | 7.3 | 0.0 | 7.3 |
| | 5 | 34 | 100.0 | 79.3 | 17.2 | 0.0 | 3.4 | 3.4 |
| | 6 | 40 | 100.0 | 52.8 | 33.3 | 13.9 | 0.0 | 13.9 |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Social Studies | | | | | | | | |
| 2004 | 3 | | | | | | | |
| | 4 | | | | | | | |
| | 5 | | | | | | | |
| | 6 | | | | | | | |
| | 7 | | | | | | | |
| | 8 | | | | | | | |
| 2005 | 3 | 28 | 100.0 | 35.7 | 42.9 | 14.3 | 7.1 | 21.4 |
| | 4 | 44 | 100.0 | 48.8 | 43.9 | 7.3 | 0.0 | 7.3 |
| | 5 | 34 | 100.0 | 72.4 | 20.7 | 6.9 | 0.0 | 6.9 |
| | 6 | 40 | 100.0 | 41.7 | 55.6 | 2.8 | 0.0 | 2.8 |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|------------------------|------------------------------|---|---------------------------------|
| Students (n= 270) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No change | 100.0% | 100.0% |
| Retention rate | 4.4% | Down from 5.4% | 4.0% | 3.0% |
| Attendance rate | 96.5% | Up from 96.4% | 96.1% | 96.3% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 0.0% | Down from 4.2% | 4.6% | 3.7% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 0.0% | Down from 4.2% | 3.9% | 3.2% |
| Eligible for gifted and talented | 2.0% | No change | 6.3% | 12.0% |
| On academic plans | N/AV | N/AV | N/A | N/AV |
| On academic probation | N/AV | N/AV | N/A | N/AV |
| With disabilities other than speech | 4.0% | Down from 4.1% | 8.0% | 8.2% |
| Older than usual for grade | 4.4% | Down from 5.2% | 1.6% | 0.9% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | No change | 0.0% | 0.0% |
| Teachers (n= 25) | | | | |
| Teachers with advanced degrees | 44.0% | Up from 39.1% | 50.0% | 52.6% |
| Continuing contract teachers | 76.0% | Down from 78.3% | 81.1% | 83.3% |
| Highly qualified teachers | 95.5% | Down from 100.0% | 92.9% | 93.5% |
| Teachers with emergency or provisional certificates | 0.0% | No change | 2.6% | 0.0% |
| Teachers returning from previous year | 84.6% | Down from 85.2% | 84.4% | 87.0% |
| Teacher attendance rate | 95.4% | Down from 95.7% | 94.9% | 95.0% |
| Average teacher salary | \$38,789 | Up 0.7% | \$40,675 | \$41,703 |
| Prof. development days/teacher | 11.3 days | Up from 5.0 days | 12.7 days | 12.8 days |
| School | | | | |
| Principal's years at school | 9.0 | Up from 8.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 14.7 to 1 | Down from 21.3 to 1 | 17.5 to 1 | 18.8 to 1 |
| Prime instructional time | 90.9% | Down from 91.5% | 89.2% | 89.8% |
| Dollars spent per pupil* | \$6,808 | Down 4.9% | \$6,802 | \$6,242 |
| Percent of expenditures for teacher salaries* | 58.6% | Down from 62.9% | 64.6% | 65.8% |
| Opportunities in the arts | Good | Up from Poor | Good | Good |
| Parents attending conferences | 99.0% | Up from 17.3% | 99.0% | 99.0% |
| SACS accreditation | Yes | Up from No | Yes | Yes |
| Character development program | Good | Down from Excellent | Good | Good |
| * Prior year audited financial data are reported. | | | | |
| | Our District | | State | |
| Highly qualified teachers in low poverty schools | N/A | | 89.4% | |
| Highly qualified teachers in high poverty schools | 95.5% | | 90.1% | |
| | State Objective | | Met State Objective | |
| Highly qualified teachers in this school | 65.0% | | Yes | |
| Student attendance in this school | 95.3% | | Yes | |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Fennell Elementary is a family and community school working and growing together with the community. We are elated with the growing level of parental engagement and community involvement. It is our mission to continue partnering with parents and the community to provide an educational program, within a positive learning environment, which challenges and stimulates the growth of the whole child to promote quality education.

Some of the achievements and accomplishments of the 2004-05 school year are:

A Reading First grant to develop quality readers and writers

A 21st Century grant to provide enrichment in the arts and to improve math and reading skills

Class size reduction in first and second grades

A state of the art technology center

An after-school childcare enrichment program

An after-school tutorial assistance program

An after-school academic assistance program

Partnership with the Charleston Gibbs Museum of Art

Donations to purchase several books for each student, all classrooms, and the school library

Donations of text sets for literature circles

A school-wide visit to the SC Aquarium and Beidler Wildlife Forest

A licensed daycare facility

A reputable school climate and a beautiful school environment

Partnership with the Nemours Wildlife Foundation to improve our Habitat Courtyard

Implementation of leveled texts in grades K-5

Met Adequate Yearly Progress (AYP)

A \$10,000.00 CFL-Clemson Compassion Project Grant

A \$1,000.00 Bright Ideas Grant

We are committed to quality education for each student. It is our goal to continue to give each child the opportunity to excel and grow in a loving and positive environment.

Willie F. Coker

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|---|-----------------|------------------|-----------------|
| Number of surveys returned | 20 | 36 | 14 |
| Percent satisfied with learning environment | 89.5% | 64.7% | 57.1% |
| Percent satisfied with social and physical environment | 100.0% | 77.1% | 92.9% |
| Percent satisfied with school-home relations | 73.7% | 77.1% | 69.2% |

*Only students at the highest elementary school grade level at this school and their parents were included.